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ABSTRACT

A brief description of the Urban Education Project of the Bowling Green State University is presented. Designed to prepare students for teaching urban area youths, the program results in triple certification for the teaching of mildly retarded children (K-12, with or without behavior disorders), learning disabled and/or behaviorally disordered children (K-12), and children in regular elementary education classrooms (K-6). Evolution and general structure of the program are described. It is noted that the program differs from more traditional teacher training programs in the following ways: (1) length; (2) greater emphasis on behavior disordered youth in intermediate and high school settings; (3) involvement in field experience with local agencies dealing with behavior disoriented youths; (4) field trips to agencies, factories, and institutions other than public schools who service or employ mildly handicapped or behavior disordered youth; and (5) utilization of the most difficult teaching stations for the student teaching experience. (MJB)

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College of Education

OFFICIAL STATEMENT OF INTENT TO ENTER THE AACTE AWARDS PROGRAM FOR 1978

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If an entry is to be submitted for both the DAA and Recognition Roll categories, please photocopy this form and submit two separate statements of intent.

Full Legal Name of Institution: Bowling Green State University

City and State: Bowling Green, Ohio 43403

Name of Program or Practice: Urban Education Project

Name/Title of Program Director or Person Responsible for Sound Practice:

John Allen, Director and Judy Allen, Co-Director

Building and Room Number: 444 Education Building Phone: (419)372-0151

Name/Title of Institutional Public Information Officer:

Cliff Boutelle, Director, News Service

TYPE OF ENTRY: (Not more than one entry in *each* category per form and per institution).

X Program Entry for the DAA Program

____ Recognition Roll for Sound Practice

Signature of AACTE Chief Institutional Representative

Name: David G. Elsass

Title: Dean, College of Education

Date: October 31 19 77

Please detach and mail to AACTE on or before October 31, 1977.

Bowling Green State University
Bowling Green, Ohio

SP012 496

1978 AACTE Distinguished Awards Program

(Summary)

Urban Education Project

Submitted by the:

College of Education
Bowling Green State University
Bowling Green, Ohio 43403

David G. Elsass, Dean

Urban Education Project

Summary

The Urban Education Project is designed to prepare students for teaching urban area youth who are mildly retarded (K-12--with or without behavior disorders), youth who have learning disabilities and/or behavior disorders (K-12), and the children in regular elementary education classrooms (K-6). Students who complete all requirements obtain Ohio certification in the three areas mentioned above.

The program began in September of this year with 19 seniors. All had completed all course work except for special education and student teaching in the three certification areas. Students spend six weeks on campus for concentrated methods course work in special education. The next five weeks are spent in Toledo area agencies which interface with the adults and/or urban area youth. The purpose of this type of field experience is to broaden the understanding of agencies which affect urban area youth other than public schools. These experiences range from working with pre-school children to senior citizens. The basic philosophy underlying this part of the program is based on the proposition that our students can gain a great deal of insight into urban area youth if they have some understanding of what urban area life is like. We believe it will make them more empathic and better teachers.

The remaining part of the program consists of three seven-week student teaching assignments. A typical sequence is:

1. High school LD or LD-BD

2. Junior high EMR or EMR-BD

3. Upper-level Elementary Education (unless primary certification is desired)

The program differs from more traditional teacher training programs in the following ways:

1. Length

2. Greater emphasis on behavior-disordered youth in intermediate and high school settings

3. The agency component

4. Field trips to agencies, factories, and institutions other than public schools who service or employ mildly handicapped or behavior-disordered youth

5. Utilizing the most difficult teaching stations for our student teachers

1978 AACTE Distinguished Awards Program

Urban Education Project

Submitted by the:

College of Education
Bowling Green State University
Bowling Green, Ohio 43403

David G. Elsass, Dean

The Urban Education Project evolved out of the trends which emerged from the on-going evaluation of the triple-certification program. Approximately 35 students would begin in September. The initial sequence of instruction-student teaching consisted of three weeks of concentrated methods instruction in special education courses. This was followed by seven weeks of student teaching in one of the three certification areas. The sequence was repeated for two additional quarters until the necessary course work and student teaching experiences were completed. The students, as they do now, began in September and continued until June.

During this phase of the program, instruction in special education methods and supervision of students in the special education student teaching phase was taken care of by the two special education instructors in the team. All elementary education supervision was taken care of by a clinical supervisor assigned to the Special Education Department from the Department of Curriculum and Instruction.

As a result of the on-going evaluation by faculty, students, cooperating teachers, Toledo School District supervisors, and principals, several problem areas emerged.

1. Continuity of staff. The moving of staff into and out of the project inevitably caused fragmentation and some duplication. Cooperating teachers would have to deal with as many as four or five supervisors in the space of a year.
2. Culture-shock. Our students, for the most part, had little experience with large urban areas. Even if from a metropolitan area, the inner-city schools came as a shock.

3. The job market. Many of our graduates were being employed in intermediate or high school positions. Many of these positions were in BD units, and feedback from them indicated that they felt that phase of their training was inadequate. They felt that at least one of the student teaching sequences in Special Education should be in a BD station.

During the 1976-77 year, we were able to alleviate the third problem placing a substantial number of our students in high school EMR or LD-BD stations. In addition, we placed student teachers for the first time in a high school in Toledo (Cummings) for severely behavior disordered youth, and in Starr-Commonwealth School for Boys, a school for severely behavior-disordered youth committed by courts for very serious offenses. We were quite proud this was the first time that Starr-Commonwealth had accepted undergraduates from any teacher-training institution. (One of our triple certification graduates who worked there helped quite a bit). Other placements were in high school and junior high LD and EMR units in the Toledo area.

Still faced with the problem of staff continuity, the chairman of the Departments of Special Education and Curriculum and Instruction gave to the current director and co-director of the triple certification program, total responsibility (within the limits set by State certification guidelines and University policy) for the triple certification team which was to begin in September, 1977. This included all instruction and student teacher supervision.

This took care of the first problem. The second problem remained: the realities of urban areas. In terms of the total time available, we

found that we could meet all requirements for certification and for student contact hours and still have a five-week carryover. It was decided that the best way to acquaint our students with aspects of urban life was, somehow, to get them into it for a sustained block of time. With the help of Phyllis Berman, the Work-Study Coordinator for the Toledo School District, we obtained a list of agencies who serviced Toledo area youth and/or adults.

We contacted these agencies by letter or phone, explained our program and objectives, and asked if they wished to participate. Thirteen agencies responded favorably. We visited each agency and assessed their programs in terms of the objectives of our program.

We rated each of the agencies by the following criteria:

1. Number and type of activities
2. How many of our students could they effectively utilize and for how much time each day.

The reason for the first criterion was to insure as much scope in the experience as possible. The second criterion was added because of transportation problems. We could muster only four cars between the 19 students.

The final ratings (in order) and the number of students assigned are as follows:

Lucas County Welfare Department	5
Guadalupe Center Project (mostly Chicanos)	5
Mexican American Youth Association (mostly Chicanos)	5
North Toledo Community House (about 30% Blacks, the rest mostly Whites)	

The Welfare Department was chosen because of the scope of its operation. Thirty thousand people in the Toledo area are on ADC. Twenty thousand of this population are children. The Welfare director estimated (conservatively) that more than 12,000 of these children were of school age. In addition, our students were promised experiences ranging from helping clients fill out applications to assisting in welfare investigations.

Guadalupe Center Project is concerned with one of the neglected minority groups in the Toledo area. We chose this agency because our students, in conjunction with staff members, would be making a survey of the numbers and needs of the Chicano community. The last data available were the results of the last census.

The Mexican American Youth Association (MAYA) was also chosen because of the extent of their programs which ranged from a senior citizen nutrition center to a program for pre-school children. Involvement in all these activities was promised our students. The North Toledo Community House was chosen for the same reason.

The agency placements have been closely monitored. On the basis of meetings with the agency directors, several observations per week, daily activity logs turned in by our students, and group meetings with them, we can make the following statements at this point.

1. The agency directors are extremely satisfied with the program. All wish to continue it, and three of the four would like to expand it.

2. Our students feel it is a very worthwhile experience that has contributed to their understanding of the people who live in an urban area. However, they feel that their time was not fully utilized.

Goals

The basic goal of the Urban Education Project is training and to improve the triple certification to provide the best possible training experience for students who wish to teach in the difficult placements in urban areas. In addition, we wished to demonstrate a viable model for other special education faculty to follow. The reaction has been very favorable from them.

Staff

The internal staff of this project consists of one full-time instructor/supervisor, one part-time instructor/supervisor, and two graduate students. No additional funding is required.

External staff includes the Toledo School District supervisors and co-operating teachers; James Beard, Director, Staff Commonwealth School for Boys and cooperating teachers; Manual Vadillo, Director of Guadalupe Center Project and staff; Juanita Ramos, Director, Mexican American Youth Association and staff; and James Caldwell, Director, North Toledo Community Center and Staff.

Evaluation

The field trips received good to excellent evaluations. The reactions of the agency personnel and of the students have been very favorable.

The final evaluation of the agency placements will be received on December 8, 1977, in the form of written evaluations. Evaluations of students by cooperating teachers, university staff, and, when appropriate, principals, takes place at the end of each studentteaching segment. In addition, the university staff evaluates each placement.

Recommendations for Planning a Similar Program

1. Total commitment on the part of the instructional/supervisory staff. Time requirements are enormous.
2. Careful evaluation of agencies who ask to participate. There can be a vast difference between what they say they can do and what they do.
3. Establish a strong rapport with your students. For their success, it is necessary to establish and maintain a strong commitment. Our most successful strategy to date for this objective has been our attitude adjustment seminar. Every other Friday afternoon, we meet in a local bar that has drinks at half-price. For most of these students, this has been the first time they have talked informally with a faculty member. On another occasion, we had an informal buffet at our home.
4. Make the really difficult placements on a volunteer basis. Some of the students want the triple certification, but do not want a BD teaching assignment.